DOCUMENT RESUME

ED 306 179 SO 019 858

AUTHOR O'Neil, John
TITLE Global Education: Controversy Remains, But Support Growing: Field Strives To Better Link Global Studies, Civics.
INSTITUTION Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE Jan 89
NOTE 9p.
AVAILABLE FROM Association for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314 (Stock No. 611-89014; $1.00 with self-addressed stamped envelope, $12.50--25 copies, $20.00--50 copies, $30.00--100 copies).
PUB TYPE Collected Works - Serials (022) -- Information Analyses (070)
JOURNAL CIT Curriculum Update; n1 Jan 1989

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Cultural Awareness; Curriculum Development; Curriculum Enrichment; *Global Approach; Higher Education; *International Studies; *Multicultural Education; Social Studies; *World Affairs
IDENTIFIERS Florida; *Global Studies; Minnesota

ABSTRACT

The pace of global change and the increasing interdependence of people worldwide are the driving forces behind the need for a contemporary global education movement that reinterprets current knowledge to educate students to meet their responsibilities as citizens of an increasingly complex global society. Evaluations of U.S. 18-24-year-olds reveal that many young people lack the basic geographic and conceptual groundwork for intercultural or global understanding. Whether this educational need is met by adding new curricula or infusing current curricula with a global context, the content of the programs should include the study of human values, global systems, global problems and issues, and the history of global interdependence. Appropriate materials and programs must be developed that provide instructional support for thoughtful solutions to global issues and encourage students to analyze issues and synthesize possible solutions to global controversies. This process should be linked to civics education to provide the student with a sense of the global reality of American citizenship. Programs in Minnesota and Florida are discussed and a list of references and organizations concerned with global education are given. (PPB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1/11/89-6

Developing Leadership for Quality in Education

ASCD Curriculum Update

ED306179

January 1989

Association for Supervision and Curriculum Development
125 N. West Street, Alexandria, VA 22314-2798
(703) 549-9110

Global Education:
Controversy Remains, But Support Growing

Field Strives to Better Link Global Studies, Civics

By John O'Neil

During 1979–80, Miami's Edison High School was the scene of frequent racial confrontations, particularly between blacks and the growing numbers of Haitians in the community. What finally put a damper on the fighting was a global awareness program initiated by then-principal Frank de Varona that emphasized "respect for diversity" and included a mandatory course in global education for all students.

"The idea was to open the minds of students that other groups are making a contribution to our nation just as their own. Global education offers tremendous opportunities to a community like Miami," concludes de Varona, now associate superintendent of the Dade County public schools, which includes Miami.

Dade County, where more than 100 nationalities are represented among its 266,000 students in grades K-12, might be expected to encourage a strong multicultural perspective. There is evidence, however, that the field of *global education*, which encourages increased study and understanding of other nations, enjoys support far outside the district's borders.

While global education is viewed skeptically by some, a number of recent reports have supported more international

Continued on page 2

SO019858

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

R. BRANDT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Photos courtesy of Global Awareness Program, Florida International University

Continued from page 1

study, and districts and states have added requirements in such courses as global studies and contemporary world problems. Further, a national coalition of global educators formed last year, the Alliance for Education in Global and International Studies, promises to provide new leadership in tackling some of the thorny issues facing the field, such as how global education can "peacefully coexist" with civic education.

The pace of global change and the increasing interdependence of people is a driving force behind the movement for global education, proponents say. "Today, the local impact of international trade, tourism, cultural exchange, immigration, and foreign investment can be found in virtually every community," says James Becker, director of the Midwest International Studies Project and author of *Schooling for a Global Age*. "This suggests we may have reached a moment in the history of our nation in which foreign languages and international studies may be viewed as an essential aspect of school curricula, rather than as a temporary response to a real or presumed crisis."

Defining Global Education

Global education, as a "contemporary educational movement," is now about 25 years old, estimates Willard Kniep, vice president for research and development at the American Forum: Global Perspectives in Education, a major supporter of increased study of international issues.

While "international studies" has a longer history than global education, the former was more limited to studying nations, geographic areas, cultures, international organizations, and diplomacy, says Becker. What was lacking, he feels, were programs that help students "understand and deal with the connections and ties that today link individuals and peoples the world over. . . . What is needed is not so much to broaden knowledge as to reinterpret it."

In Dade County, for example, global education is defined as "the process that provides students with the knowledge, skills, and attitudes which are necessary for them to meet their responsibility as citizens of their community, their state, and their nation in an increasingly interdependent and complex global society" (see page 6).

Becker says that "in a sense, global education is merely a realization of a number of changes in the world that the traditional curriculum doesn't account for."

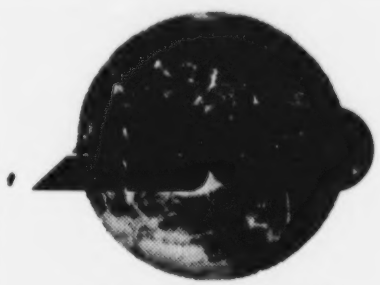
Despite the apparent differences between global education and international studies, "most people now simply accept global education as being interchangeable with international studies," says Andrew Smith, president of the American Forum.

ASCD Task Force at Work

An ASCD task force on international/global education is preparing recommendations for the Board of Directors on how ASCD can broaden its international focus.

During a two-day meeting in October, the nine-member task force developed a statement advocating the Association's growth in international directions.

"[I]t is essential that educators address the need to prepare young people for living in an interdependent world," the statement says. "ASCD should and can play a pivotal role in this effort. ASCD as an institution has the potential to take an active part in international education and thereby become a contributor to and beneficiary of educational ideas and practices throughout the world. This role implies an increasing global perspective of ASCD, extending its interest, participation, and collaboration beyond the boundaries of the United States."



According to **Siegfried Ramler**, director of curriculum and instruction at the Punahou School in Honolulu, Hawaii, and chair of the task force, the group's recommendations have two thrusts: the internationalization of ASCD programs, services, and structure and the enhancement of the Association's commitment to improving student understanding of the world. For example, the draft statement proposes encouraging and supporting the establishment of additional international affiliate units and recognizing and disseminating descriptions of model global education programs through ASCD publications and videos.

The group's efforts stem, in part, from the realization that "we are living in an interdependent world in every way," says Ramler. "Whatever we do in education, we have to keep that in mind."

Other members of the task force besides Ramler are: **James Becker** of the Midwest International Studies Project, **Carol Choye** of the Princeton, N.J., public schools, **Ruud Gorter** of the National Institute for Curriculum Development in the Netherlands, **Norman Overly** of Indiana University in Bloomington, **Candace Ransing** of the Department of Defense school system in Frankfurt, West Germany, **Mary Soley** of the Foreign Policy Association in Washington, D.C., **Jonathan Swift** of the School of Global Education in Livonia, Mich., and **Don Vinge** of the Kernan School in Edmonton, Alberta.

"In a sense, global education is merely a realization of a number of changes in the world that the traditional curriculum doesn't account for."
—James Backer

A number of approaches to global issues have been launched or popularized during this decade, including such programs as "nuclear-age education," "peace education," and "hunger education." As yet unresolved, however, is how or whether they fit into the global education framework. According to Ronald Herring, public programs director for the Institute of International Studies at Stanford University, "There's a great deal of diversity in the thinking of people who work in the field concerning what should come under the banner" of global education.

Students Lack Basics

It is not difficult to marshal convincing evidence that many American students leave schools without the basic groundwork for understanding or analyzing global concerns.

A Gallup poll for the National Geographic Society released last year found that American 18- to 24-year-olds ranked last compared to their peers in eight other nations (Sweden, West Germany, Japan, Canada, Italy, France, the United Kingdom, and Mexico) on a test of geographic knowledge. Of *all* adult Americans surveyed, 75 percent could not locate the Persian Gulf on a world map; 45 percent could not locate Central America.

Perhaps even more discouraging, the United States was the only country surveyed in which 18- to 24-year-olds scored lower than those aged 55 and older. "Our adult population, especially our young adults, do not understand the world at a time in our history when we face a critical economic need to understand foreign consumers, markets, customs, foreign strengths and weaknesses," said NGS President Gilbert Grosvenor in releasing the findings.

Students' grasp of world history and events also appears to be weak. A first-ever national survey of 17-year-olds' knowledge of history and literature carried out in 1986 by the National Assessment of Educational Progress found that only 30 percent could identify the Magna Carta, and nearly half could not identify Joseph Stalin as the Soviet leader during World War II. Diane Ravitch of Teachers College, Columbia University, who coauthored a book based on the report's findings (*What Do Our 17-Year-Olds Know?*), asserts that the public's poor grasp of world affairs is one reason last fall's presidential debates lacked punch. "How can the candidates debate American policy in Nicaragua and El Salvador when the public doesn't know where they are and which side we are on?" she asked in a *Washington Post* column.

Concern about such findings, moreover, goes beyond knowledge of world events and people, important as they are. "Typically, American students—whether in elementary schools, high schools, or colleges—know little about other cultures, groups, and nations, and are suspicious and ethnocentric in their attitudes toward those who are different from themselves," Kniep believes.

"Much as I would argue for geography and foreign language study," adds Frank Newman, president of the Education Commission of the States, "I think the real thing we'll have to deal with is cultural education. . . . We can't be isolated anymore." Thus, global education advocates favor an approach that helps students develop both knowledge about other peoples and a greater respect for cultural differences.

Infusion or Added Courses?

While hardly anyone would argue against students learning more about other cultures and their relationship with our own, many experts feel global studies are shortchanged in most schools. "Global education has not yet reached a place of prominence in the curriculum of most elementary and secondary schools," according to Kniep. "It is still the exception rather than the rule to find programs that include global and international content within the nation's schools." Becker agrees that "most schools have been very slow to respond in any systematic way."

Among global educators, there is widespread disagreement over whether schools need to add courses in global studies or attempt to "infuse" the curriculum with a global perspective. Infusion would broaden the responsibility for helping students think globally from the social studies department to all disciplines.

According to Kniep, "The most common approach to bringing global education into schools has been infusion. . . . That is changing as state legislatures and boards of education, recognizing the need for global/international dimensions in education, increasingly support curricular changes and appropriations for global education." When Irving Morrissett, formerly with the Social Science Education Consortium in Boulder, Colo., reported on a state survey of social studies trends in 1986, 23 states required students to take courses in world or global studies. Ten of them had instituted this requirement in the previous four to five years.

Smith of the American Forum supports the infusion approach. "There's basically no course in the curriculum that does not have a global dimension," he asserts. Similarly, John Goodlad, author of *A Place Called School*, cautions that "given the present state of clutter in the curriculum, particularly at the secondary level, states

Continued on page 4

Continued from page 3

would be ill-advised to mandate specific content requirements. Instead, in their strong endorsement of studies designed to broaden students' awareness of the world, states should assist local districts in encouraging teachers to orient their current courses so as to reflect a global perspective."

Jan Tucker of Florida International University believes both infusion and extra courses may be appropriate. "It's important to have a particular place in the curriculum where you can say 'here's somewhere we're studying global education.'" However, infusion "can be much more effective because so many more people are involved," he adds. "I don't think it's an exclusive choice."

What Content?

Regardless of how educators approach global studies, the question remains of what should constitute its content. Kniep argues that "important questions about the substance of a global education have been largely unaddressed in the global education literature . . . We are asking policymakers to buy a 'pig in a poke' when we urge them to adopt programs for which we have no substantive descriptions."

Stanford University's Herring says global education is viewed skeptically by some policymakers and others as a "soft" approach to international studies that "only looks at interdependence and doesn't look at the hard realities" of other nations.

Kniep has proposed a framework including four organizing elements "drawn from the present and historical realities . . . that describe and define the world as a global society."

- **The study of human values.** This would entail study of both universal values, such as human rights, and diverse human values found in different cultures.
- **The study of global systems.** Under this rubric, students would study the economic, political, ecological, and technological systems that bind all peoples.
- **The study of global problems and issues.** General categories of content are peace and security issues, development issues, environmental issues, and human rights issues.
- **The study of the history of contacts and interdependence among peoples, cultures, and nations.** This branch of study would enlarge global history from the history of Western civilization to the history of contacts and exchanges among civilizations.

Even when such a framework for interdisciplinary global studies is delineated, however, questions remain over what content should predominate. Some educators feel that traditional content in geography and world history has suffered from being displaced by new approaches to social studies, including global education. Herring admits that for such traditional topics, "the decline is very real." Geography, for example, "just doesn't do as well when it doesn't get formal, explicit attention" in the curriculum.

Many of the global education curriculum units are lengthy enough to displace, rather than add to, present content. "There is reason to believe that an add-on or substitution approach is more common than acknowledged," Kniep believes. Noting the increase in materials on such topics as energy education and ethnic conflict, Kniep says that "it is logical to assume that they are being added on to or displacing other content in those courses of study."

Neil Pickett of the Hudson Institute is one who believes stand-alone units on contemporary world problems are substituted for comprehensive study of history and geography—with the effect that students lack an informed basis for analyzing those problems. "You can't study issues in a vacuum," he asserts.

Chester Finn, professor of education and public policy at Vanderbilt University and director of the Educational Excellence Network, says more common ground must be built between global educators and traditional theorists on the desired content of international studies. "This common ground will enlarge so long as we can avoid viewing the curriculum as a zero sum game, as long as it does not become a battleground between those who want students to know lots more about American and Western history and those who want students to know lots more about other parts of the world. Students need to know lots more about both."

Beverly Thurston, supervisor of international education for the Virginia Department of Education, says that state's effort to internationalize the curriculum "has not weakened American or Virginia studies. It's an additional dimension."

Virginia officials are examining the state's student learning objectives with an international perspective and sponsoring workshops to develop teaching activities that support that perspective, among other efforts, Thurston says.

Materials Criticized

Despite the widespread support global education enjoys from many educators and others, the movement has been dogged by attacks on the quality and nature of global education materials available to teachers and students.

In a controversy that captured national attention several years ago, a regional official of the U.S. Department of Education, Thomas Tancredo, circulated a paper titled "Blowing the Whistle on 'Global Education'" that charged global education with denigrating capitalism and promoting moral relativism, among other assertions. The paper, which used as the basis for its allegations several booklets published by the Center for Teaching International Relations at the University of Denver, brought global education under attack in several Colorado communities.

Writer André Ryerson has written several scathing critiques of "peace" education, seen by some as sharing common aims with global education, for promoting the political indoctrination of students into a Far Left approach to international affairs. "Never in the history of the United States have the public schools been conceived as a licit vehicle for one political segment of the population to convert the children of another," he wrote in an attack on several curriculum units published by Educators for Social Responsibility in Cambridge, Mass. Susan Alexander, executive director of ESR, said that the units criticized by Ryerson are now out of print and would not be reprinted without revision.

Following the Colorado controversy, an Ad Hoc Committee on Global Education appointed by the National Council of Teachers of Social Studies dismissed the attack as making "sweeping generalizations about all global education from only a few pieces of instructional material." Further, some educators, says Don Bragaw of the State University of New York at Binghamton, feel it is appropriate to counteract "the heavy emphasis on the glorification of war" in textbooks and other instructional programs.

Many, including some who staunchly support global education, worry that unbalanced materials give the movement a bad name, however.

"There are materials that are biased and partisan that have no place in schools," admits Smith of the American Forum. Noting that some of the challenged materials have been published by advocacy

groups, Herring says that "the boundary line is the difference between groups that are seriously interested in education and those groups that have a partisan position and want to propound it." Pickett of the Hudson Institute agrees, saying global education has "provided a window for ideologically motivated persons."

Advocacy groups sometimes offer teachers free or inexpensive materials on global issues that frequently are packaged into "ready to use" study guides and discussion questions. Herbert London, whose tome on nuclear education, *Armageddon in the Classroom*, lambasted several curriculum packages, says the message to teachers from the controversy is that "you can't rely on the materials that are the most accessible."

Bob Pickus, president of the World Without War Council in Berkeley, Calif., which has been involved in teaching about global issues for three decades, summarizes the feelings of many when he says that among global education materials, "You can find a lot of junk and a lot of thoughtful, good stuff as well."

Controversial Issues

A key component of the controversy over global education materials is the inherent complexity of many of the issues covered in these programs, many experts feel. At what point, for example, are students prepared to discuss and formulate opinions on the nuclear arms race or U.S. involvement in Central America?

The Ad Hoc Committee on Global Education asserts that the absence of global education "would eliminate one vital source for the development of critical thinking skills." Grappling with issues such as free trade or protectionism "not only requires substantial factual knowledge but also forces the student to analyze, extrapolate, synthesize, and come to a defensible conclusion," the panel says.

However, Pickett feels that global education on nuclear issues, in particular, is sometimes inappropriately directed at younger children. "What the hell good does it do for an 8-year-old to be prepared for nuclear annihilation? What positive things are you doing for that child by scaring him to death?"

Likewise, Pickus says global education curriculum materials sometimes encourage students to form opinions on complex issues before they have developed the background to make informed ones. "I share a lot of the Right's anger about an 8th grade teacher having kids march out for a nuclear freeze when they don't have the basis for making a decision." While not wishing for a return to a time "when kids were totally sheltered from any controversy," Pickus says educators must carefully select topics appropriate for their students.

Herring suggests that teachers themselves may have difficulty becoming well-informed enough on extremely complex issues to lead students. "No single teacher could ever command a full knowledge of all the arenas of controversy." But one approach, he says, might be for the teacher and students to explore several complex issues in depth, rather than treating many issues hastily. Such an approach would help students realize just how much work is entailed in becoming informed about complex issues.

Noting that "you don't just become an effective citizen at age 21," Herring stresses that students should be given the chance to formulate opinions on controversial issues while in school. Michael Hartoonian, supervisor of social studies education for the Wisconsin Department of Public Instruction, says a challenge to educators when teaching complex global issues is to "simplify as much as we can without making it simple-minded."

Linking to Civics

Both supporters and detractors of global education agree that two curricular priorities that have sometimes been at odds—civic responsibility and global awareness—must be twin pillars in the future growth of global education. "People who teach about global issues have to be clear that this is part of national citizenship development," says Hartoonian.

The United States Prepares for its Future, a 1987 report of the Study Commission on

Continued on page 6

Minnesota Controversy Illustrates Global Issues Dilemma

Recent events in Minnesota capture some of the difficulties encountered by global educators attempting to teach students about complex and bitterly contested issues.

An attorney and parent in St. Louis Park, Katherine Kersten, recently prepared an exhaustive report charging that biased materials about Central America are making their way into Minnesota schools through the state's global education initiative. Among a litany of allegations, she charged that the state has drawn upon a radical left-wing advocacy group called the Central America Resource Center to provide schools with teacher training and materials on Central American issues.

Through its "Minnesota in the World and the World in Minnesota" global studies program, Kersten charged, the state has supported the listing of resource materials from CARC in its newsletters and the appearance of CARC representatives at teachers' conferences. CARC "dominates the public policy discussion on Central America in our schools," Kersten asserted. Her allegations that materials on Central America being used in Minnesota schools are biased have drawn support from Lynne Cheney, chair of the National Endowment for the Humanities; David Roe, a member of the University of Minnesota Board of Regents; and David Dorn, director of international affairs for the American Federation of Teachers.

Those working on the state's global studies initiative have defended the program. Bob Erickson, director of the Global Studies Resource Center in St. Louis Park, which is supported by funding from the state Department of Education and the University of Minnesota's Global Education Center, said, "I think everything we have done has been with a balanced approach." Teachers asking for materials on Central America at the regional center, he said, could find information from the U.S. State Department and other sources in addition to a directory of materials from CARC. He added that the center is open to suggestions for additional materials on Central America it might stock.

From the state's standpoint, the timing of the controversy could not have been worse. According to Roger Wangen, state director of international education, the state education department is preparing legislation proposing to institutionalize the "Minnesota in the World and the World in Minnesota" program with state funding. So far, the program has received $1 million in foundation and corporate support, he said.

Wangen said the flap over materials, which has drawn inquiries from the *Miami Herald* and other media, has placed the state's global education proponents "under the gun." It is expected that both the state Board of Education and the state legislature may inquire into the controversy.

Continued from page 5

Global Education, states, "There is a strong connection between citizenship education, as a traditional and essential component of education in the United States, and a global perspective in that education."

Pickus of the World Without War Council believes global educators have become more than a "cheering section" for the diversity and pluralism of the world's nations and peoples. "In fact," he says, "interdependence can be as much a threat as a promise because the values and goals of others can be antithetical to our own."

Education for Democracy, a statement endorsed by a wide range of signatories from across the political spectrum, criticized a reluctance among some educators to openly embrace democratic values in comparing the United States with other nations. "We are concerned that among some educators . . . there appears to be a certain lack of confidence in our own liberal, democratic values, an unwillingness to draw normative distinctions between them and the ideas of non-democratic regimes," the statement asserts. "Any number of popular curriculum materials deprecate the open preference for liberal democratic values as 'ethnocentric.'"

Global education, Pickus believes, "is now turning in the direction of how to do a difficult task—strengthening civic education and democracy while at the same time preparing students to live in what truly is an interdependent world."

Vanderbilt University's Finn cautions that "if global education envisions a world in which the only enemies are ethnocentrism, patriotism, and nationalism, then global education is not something the American people much want or will long tolerate." However, he stresses that "what we traditionally call civics education and global education are not mutually exclusive."

Florida Partnership Trains Teachers to Think Globally

Students at the Dade Center for Modern Languages (CML) in Miami, Fla., know more about international banking than the average consumer.

Pupils at the magnet school for grades 3–6 earn CML dollars for good work or behavior, such as a week of perfect attendance or turning in homework. During each grading period, a different foreign currency is selected as the "legal" tender with which students pay to view special movies, participate in special sports tournaments, or buy trinkets from a school store. The exchange rate is posted each week, and, as can be imagined, students are especially attuned to fluctuations in the currency's value. "When I told students a movie, popcorn, and a drink cost 2,000 pesetas, they were shocked," says principal Lois Lindahl. After a talk by a classroom visitor from Spain, however, "they're understanding the difference" in the value of foreign currency, Lindahl says.

The school's approach to learning about other nations and cultures does not end with monetary matters. Pupils study Spanish for two hours each day; likewise, the morning and afternoon announcements over the public address system are delivered in Spanish. Global dimensions have been added to such courses as math and language arts. And students will experience cultural aspects of other nations through such activities as a year-end "world cruise," planned for this spring, in which each classroom will become a "port" representing different countries' food, arts, and entertainment.

The Dade Center for Modern Languages, like 91 other of Dade County's 260 schools, is benefiting from a global education partnership between the district and Florida International University. The Danforth Foundation has provided $1.5 million in support over four years.

The Global Education Leadership Training Program will help "institutionalize" global education in the district's schools, according to Associate Superintendent Frank de Varona. The key to the project is training teachers, media specialists, and administrators in ways to infuse the curriculum with a global perspective. Two teachers have been released from their classroom duties to help school faculties develop schoolwide plans for global approaches, identify resources for international studies, and create lessons and units.

When teachers are trained to view content with a global perspective, "they will become global teachers for life," says Toni Kirkwood.

Toni Kirkwood, one of the two "global facilitators," says that once teachers develop a global perspective on the content they teach, "they will become global teachers for life." Elementary teachers, in particular, are well-positioned to infuse a global perspective in what they teach. Secondary teachers tend to be more hesitant, she says, but "I try to tell them that global education is not an add-on."

Jean Kovach, a social studies teacher at Miami Sunset Senior High School, the state's largest with more than 3,500 students, agrees that infusing a global perspective "is much easier for us in social studies" than in other subjects.

Another component of the Dade-FIU partnership is the preservice preparation of teachers with a global perspective. Social studies education majors at FIU are placed with experienced global teachers in the Dade public schools, thus learning how global issues are handled in an authentic school setting.

Jan Tucker, who directs the Global Awareness Program at FIU, says the partnership illustrates several of the themes of recent school reform proposals, including school team decisionmaking and stronger ties between higher education and the public schools. Likewise, de Varona says strengthening global education programs will depend on linking them with other school improvement strategies.

"We will be much more effective when we can document to local school boards that education for international competence is also a good investment for achieving other major system goals," such as dropout prevention, professionalizing teaching, and school-based management. Such proof will become even more necessary when foundation support ends and de Varona will ask the school board for continued funding. "I'm going to continue to fight for global education."

—John O'Neil

A New Coalition

Within the global education field, perhaps the most notable development in the past several years has been the formation of a new coalition that will attempt to provide leadership on such issues as balancing civic and global education and ensuring that materials are of high quality.

"We recognize that promoting a sense of responsibility that crosses ideological, cultural, and national boundaries is a complex and controversial undertaking," the Alliance for Education in Global and International Studies (AEGIS) says in its charter. "For some, a sense of world responsibility seems to require abandonment of a commitment to one's own nation. For others, a commitment to one's own nation precludes the pursuit of world responsibilities. We affirm the wisdom—indeed the necessity—of a commitment to both one's own nation and the world."

AEGIS, of which ASCD is one of 36 organizational members, spells out specific functions the coalition will attempt to fulfill, including: developing a consensus on key issues and representing the field to educational policymakers and the general public; facilitating communication among organizational members and other global education networks; and encouraging the development of guidelines and improved methodologies through which programs and materials may be improved.

Although AEGIS may represent a "precarious consensus," as one educator put it, backers hope it will become a standard-setter for the field, particularly in dealing with nagging questions over the political content of some materials. "We need to be as politically objective as we can," says Herring, who chairs AEGIS' board of directors. "We need to take controversial issues and deal with them openly, candidly, and effectively. It's incumbent upon us to make materials available that draw upon a range of points of view." For example, he says, an AEGIS task force has begun to explore "what balanced, non-partisan education is."

Becker of the Midwest International Studies Project, a member of the group's board, calls the formation of AEGIS "a good step forward. It creates an arena for dialogue."

One of the tough decisions facing the group is what organizations it will include as members. Mary Soley, director of school programs for the Foreign Policy Association, says a challenge to AEGIS is that "we cannot be so tight that we drown in our own sense of self-importance, but we can't be so loose that we are linked with organizations we're not comfortable with."

Growing Support

The creation of AEGIS is but one of the important signs during the past decade that educators, policymakers, and others are becoming increasingly supportive of a global element in schools. For example:

- Since 1985, both the Council of Chief State School Officers and the National Governors Association (NGA) have issued reports stressing the importance of international education. NGA also has assigned a new task force to examine what governors can do to promote international competency. Their report will likely be released this spring.
- Universities and community organizations are becoming actively involved in partnerships with the public schools to promote international awareness, Smith believes, although these efforts have "reached only a fraction of the nation's schools." Financial backing from foundations, corporations, and sources of public support for global education, moreover, may reach $5 million per year, he estimates.
- An effort is under way to boost federal support for international studies. The Coalition for the Advancement of Foreign Languages and International Studies was created in 1987 to remedy, in part, "limited and unstable" government funding of international programs. One of the major points the coalition will address before issuing recommendations later this year is whether a new federal entity comparable to the National Science Foundation is needed to direct federal international studies programs.
- The International Development Conference is coordinating a program dubbed "Worldwise 2000" that has designated the decade of the 1990s as one for promoting international understanding and cooperation. The nonpartisan coalition of organizations will support a series of national events and projects to stimulate greater awareness of internationalization.
- The Council for the Advancement of Citizenship, based in Washington, D.C., recently launched a new project to "expand the basic civic literacy fostered by citizenship education to encompass knowledge and skills essential for understanding the complexity of the problems and opportunities that the United States faces in the world." The aim of the project, which is being funded by the United States Institute of Peace, is to build awareness among citizenship specialists of the need to consider international dimensions, according to Michele Archie, who directs the effort.

Questions Remain

Such developments notwithstanding, global educators clearly have their work cut out for them in several areas.

For one, whether global studies courses are added or a global perspective infused across the curriculum, teachers must learn to deal comfortably and skillfully with complex international issues. At present, some experts feel, many teachers lack such abilities. "I don't think teachers are getting a solid grounding in their undergraduate training for world studies," says Fran Healy of the National Council for the Social Studies. "It's very spotty."

"There is not much evidence to show that teachers are well-equipped" to teach from a global perspective, says Kniep. Moreover, although money has been directed at staff development to support global awareness, inservice programs are "forever a catch-up game," he adds.

Also at issue is the availability of quality textbooks that deal comprehensively and objectively with global issues. Smith of the American Forum notes that while the amount of supplementary materials has risen "dramatically . . . the real problem is the basal texts. They still have a long way to go." One reason is that publishers may be wary of investing in global issues textbooks. An expert in the social studies field cited the example of a textbook series marketed several years ago by a major publisher that represented "probably the best example of how social studies could be developed in the normal social studies format but have a global perspective." The series "bombed," however, perhaps leaving publishers gun shy about similar ventures.

Many supporters of global education cite the need for better evaluation and monitoring of programs. "Evaluation of programs and materials must remain one of the highest priorities in global education," Smith asserts. "If projects cannot demonstrate that teachers and students are learning more about international issues, then support for school districts or other funders is unlikely."

Finally, educators must work to build broad-based support for their programs.

Continued on page 8

Continued from page 7

Newman of the Education Commission of the States says that in the wake of the controversy surrounding some of the materials published by the Center for Teaching International Relations, "in Colorado, now, you're either for global education or against it. What I think is so dangerous about this is that it will leave the issues unresolved and force people to take sides." This suggests that global studies enthusiasts must build partnerships with higher education, parents, legislators, and others in support of a stronger international component in schools.

Global education, as Smith notes, "is in the very early stages. None of us believe we're going to change the schools tomorrow. We're looking at it as a 20-, 30-, or 40-year plan." ■

References

(This issue of Curriculum Update *drew upon interviews and the following resources.)*

Ad Hoc Committee on Global Education. (April-May 1987). "Global Education: In Bounds or Out?" *Social Education*, 242–249.

Becker, James. (1985). "The State, the World, and International Education." Paper presented at the annual meeting of the Council of Chief State School Officers, Orlando, Fla.

de Varona, Frank. (September 1988). Untitled report prepared for the Council for the Advancement of Foreign Languages and International Studies.

Education for Democracy Project. (1987). *Education for Democracy: A Statement of Principles*. Washington, D.C.: American Federation of Teachers.

Finn, Chester E. (May 1988). "Mapping the Common Ground." Paper presented at the American Forum on Education and International Competence, St. Louis, Mo.

Goodlad, John I. (October 1986). "The Learner at World's Center." *Social Education*, 424–436.

Kersten, Katherine. (1988). *The 'Radicalization' of Minnesota's Public School Curriculum: The Case of Central America*. Minnesota Association of Scholars.

Kniep, Willard M. (1985). *A Critical Review of the Short History of Global Education: Preparing for New Opportunities*. New York: Global Perspectives in Education.

Kniep, Willard M. (October 1986). "Defining a Global Education by Its Content." *Social Education*, 437–446.

Kniep, Willard M. (November-December 1986). "Social Studies Within a Global Education." *Social Education*, 536–542.

London, Herbert I. (1987). *Armageddon in the Classroom: An Examination of Nuclear Education*. Lanham, Md.: University Press of America.

Morrissett, Irving. (April-May 1986). "Status of Social Studies: The Mid-1980s." *Social Education*, 303–310.

Ravitch, Diane. (October 25, 1988). "... Well, Maybe We Deserve It." *Washington Post*.

Rothman, Robert. (September 21, 1988). "International Educators Eye Endowment Plan." *Education Week*, 6.

Ryerson, Andre. (June 1986). "The Scandal of Peace Education." *Commentary*, 37–46.

Smith, Andrew. (May 1988). "The State of Global Education." Published in *Access*, a joint newsletter of Global Perspectives in Education, the National Council on Foreign Languages and International Studies, the International Exchange Association, and the Council for Intercultural Studies and Programs, 9–13.

Study Commission on Global Education. (1987). *United States Prepares for its Future*. New York: Global Perspectives in Education.

Organizations

The following list, while not comprehensive, includes major groups that publish materials on global or international education.

The American Forum:
Global Perspectives in Education
45 John St., Suite 1200
New York, NY 10038
212/732-8606

The Asia Society
Education and Communications
725 Park Ave.
New York, NY 10021
212/288-6400

Center for Teaching International Relations
University of Denver
Denver, CO 80208
303/871-3106

Constitutional Rights Foundation
601 S. Kingsley Dr.
Los Angeles, CA 90005
213/487-5590

Foreign Policy Association
1800 M St., N.W., Suite 295
Washington, DC 20036
202/293-0046

Mershon Center
Ohio State University
199 W. 10th Ave.
Columbus, OH 43201
614/292-1681

National Council for the Social Studies
3501 Newark St., N.W.
Washington, DC 20016
202/966-7840

Population Reference Bureau
Circulation Department
777 14th St., N.W.
Suite 800
Washington, DC 20005
202/639-8040

Social Science Education Consortium
855 Broadway
Boulder, CO 80302
303/492-8154

Social Studies Development Center
2805 E. 10th St., Suite 120
Indiana University
Bloomington, IN 47405
812/335-3838

Stanford Program on International/
Cross Cultural Education
Institute of International Studies
Littlefield Center
Room 14
Stanford, CA 94305-5013
415/723-4581

United Nations Association of the USA
Model UN and Youth Programs
485 Fifth Ave.
New York, NY 10017-6104
212/697-3232

Update

Curriculum Update is published four times per year as a supplement to *ASCD Update*, the official newsletter of the Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314-2798. Telephone: (703) 549-9110 (Switchboard Hours 9 to 5, Monday through Friday, Eastern Time).

Curriculum Update reports trends, research findings, exemplary programs, and available resources in a specific curriculum area.

John O'Neil, *Editor*

Gordon Cawelti, *Executive Director*
Ron Brandt, *Executive Editor*
Nancy Modrak, *Manager of Publications*
Al Way, *Art Director*
Simeon Montesa, *Graphic Designer*
Janet Price, *Asst. Mgr. of Publications*
Julie Houtz, *Assistant Editor*

Subscriptions for this publication are included in ASCD membership, but additional 8-page copies may be ordered (prepaid only) at the following rates:

Single copies	SASE and $1.00
25 copies	$12.50
50 copies	$20.00
100 copies	$30.00

Use stock number 611-89014

Cover Design

The global education cover design uses stock photos and images from the National Geographic Society. NGS photographs are by Bruce Dale, W.E. Garrett, David Alan Harvey, George Mobley, Winfield Parks, Joseph Scherschel, and John Scofield. Copyright National Geographic Society. Design by Simeon Montesa.